DOCUMENT RESUME

ED 028 750 24 HE 000 902

By-Janssen, Calvin W.

Influence of Dogmatism and Authoritarianism Upon Nursing Success. Final Report.

Texas Womens Univ., Denton.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No-BR-7-G-038
Pub Date 24 Apr 69
Grant-OEG-7-8-0038-0015-010
Note-30p.
EDRS Price MF-$0.25 HC-$1.60
Descriptors-Behavior Rating Scales, *College Freshmen, Dogmatism, *Higher Education, *Individual Characteristics, *Nurses, Student Attitudes, *Success Factors

The Dogmatism Scale (D) and Traditional Family Ideology Scale (TFI) were administered to nursing students at Texas Women's University to determine the effect of dogmatism and authoritarianism upon nursing success. The D scale measures individual differences in openness, closedness, and intolerance, and the TFI assesses an individual's position on a democratic-autocratic continuum. The tests were taken by 133 freshmen 3 times in 18 months, and once by 104 senior and 199 graduates. Results indicate that the entering freshman nursing student is somewhat dogmatic and authoritative, but after the 4-year program, these 2 traits lessen considerably. This would support the principle that college students should and do become more democratic and open-minded as they progress through the higher education program. The graduate nurse does not become more dogmatic, but usually more authoritative, possibly because she assumes an immediate position of leadership as a nurse. In 4 years, a student either becomes more authoritative and dogmatic, or less authoritative and dogmatic. Those students viewed as potentially successful nurses by their superiors were less dogmatic and less authoritative. It is felt that the TFI and D instruments could help to select potentially successful nursing students. (WM)

BR 7-G-038

LD 028 750

fA24

OE-BR

FINAL REPORT

Project No. ~~7-G-0038~~ 7-G-038

Grant No. OEG-7-8-0038-0015-(010)

Influence of Dogmatism and Authoritarianism Upon Nursing Success

April 24, 1969

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

HE 000 902

FINAL REPORT
Project No. 7-G-038
Grant No. OEG-7-8-000038-0015-(010)

INFLUENCE OF DOGMATISM AND AUTHORITARIANISM UPON NURSING SUCCESS

Calvin W. Janssen
Texas Women's University
Denton, Texas
April 24, 1969

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

CONTENTS

SECTION		PAGE
4	SUMMARY	1
5	INTRODUCTION	2
6	METHODS	4
7	RESULTS	7
8	CONCLUSIONS AND RECOMMENDATIONS	17

APPENDED MATERIALS	PAGE
REFERENCES	19
APPENDIX 1 (DOGMATISM SCALE)	20
APPENDIX 2 (TRADITIONAL FAMILY IDEOLOGY SCALE)	22
APPENDIX 3 (RATING SCALES)	24

TABLES		PAGE
1	"t" TEST RESULTS BY FRESHMEN STUDENTS ON THE D SCALE	7
2	"t" TEST RESULTS BY FRESHMEN STUDENTS ON THE TFI SCALE	8
3	"t" TEST SUMMARY SENIOR AND FRESHMEN STUDENTS ON D SCALE	8
4	"t" TEST SUMMARY SENIOR AND FRESHMEN STUDENTS ON TFI SCALE	9
5	"t" TEST SUMMARY SENIORS AND GRADUATES ON D SCALE	10
6	"t" TEST SUMMARY SENIORS AND GRADUATES ON TFI SCALE	10

CONTENTS (continued)

		PAGE
7	"t" TEST SUMMARY OF D SCORES BETWEEN STUDENTS WITHDRAWING PRIOR TO 12 MONTHS SCHOOLING AND A LIKE GROUP REMAINING.....	11
8	"t" TEST SUMMARY OF TFI SCORES BETWEEN STUDENTS WITHDRAWING PRIOR TO 12 MONTHS SCHOOLING AND A LIKE GROUP REMAINING.....	12
9	RELATIONSHIP OF D AND TFI SCORES ACHIEVED BY ACADEMIC STUDENTS AND GRADUATES.....	13
10	COMPARISON OF RATINGS AND HIGH AND LOW D SCORES FOR FRESHMEN.....	14
11	COMPARISON OF RATINGS AND HIGH AND LOW TFI SCORES FOR FRESHMEN.....	14
12	COMPARISON OF RATINGS AND HIGH AND LOW D AND TFI SCORES FOR SENIORS.....	15
13	COMPARISON OF AVERAGE RATINGS FOR SUCCESS - NON - SUCCESS AND SCORES ACHIEVED ON TFI AND D BY UPPER - LOWER 25% OF SENIOR STUDENTS.....	16

ACKNOWLEDGMENTS

This research was conducted with the assistance of the entire nursing department of Texas Woman's University. To list the many who gave helpful suggestions would be impossible.

Special gratitude is expressed to Dean Faye Pannell and her associates in each center - Misses Gesine Franke, Lucile P. Leone, Lucille Sommermeyer and Moira Mansell for arrangement of student testing and to the faculty who labored long hours to rate each student.

Section 4

SUMMARY

The effect of dogmatism and authoritarianism upon nursing success is established in this study. The population of freshmen nursing students who were administered the Dogmatism Scale (D) and Traditional Family Ideology (TFI) at three different occasions totaled 133. The results indicate that as the freshmen progresses through 18 months of training, she does not become more dogmatic, but does become less authoritative or controlling. The senior students (N = 104) were significantly lower than freshmen students on the TFI and D scores indicating that as a student progresses through the four - year academic program she becomes less dogmatic and less authoritative; however, after graduation the graduates (N = 199) assume a greater authoritarian attitide but not dogmatic.

On a scale of rating for success, dogmatism, and authoritarianism, the following results were evident:

1. The less dogmatic and less authoritative student is viewed by her superior as the most successful nurse.

2. Raters of senior nursing students could identify the highly authoritative student but not the highly dogmatic.

3. Freshmen advisors could not identify the highly dogmatic or authoritative student.

As the student progresses through the nursing program, if dogmatism increases or decreases there is a general tendency for authoritarianism to increase or decrease.

Students withdrawing from the nursing program before one year training were no more dogmatic but more authoritarian than a like group remaining.

This study should be of assistance in the selection of nursing students and could be useful in reducing the attrition rate which is significantly high in the first year of nursing training.

Section 5

INTRODUCTION

A question frequently asked is whether dogmatism is an unnecessary evil or is there a possibility that it is to be considered desirable in certain professional fields. In the nursing profession it may be asked whether the dogmatic nurse is more successful or less successful.

Soldenburg (1964) defines dogmatism as a positiveness in assertions in matters of opinion when unwarranted or arrogant. Rokeach, (1960) who has pioneered the field of dogmatism, used the term "dogmatic" and "closed" synonymously. In fields of study, such as education, psychology, guidance, and many other liberal and fine arts, to be considered a dogmatist would be distasteful. Kemp (1962) concludes that the inner directed "high dogmatic" is characterized by a lack of "open - mindedness" and cannot easily tolerate ambiguity. In teaching, such a condition could prove fatal to both the affected teacher and the exposed pupil. Can the pupil develop a creative interest if they are confronted with teachers who purport to know the only answers to all questions and who obviously discontinue to search further for the truth?

In a recent statement by the Association for Counselor Education and Supervision, it was pointed out that counselors should certainly be open - minded. Open - mindedness is listed as one of the five particularly important counselor qualities. It is defined as the "flexibility of outlook toward others that make it possible to appreciate individuality, to be receptive to new research findings, new ideas and achievements, and to have respect for a wide range of attitudes and beliefs, and to have the curiosity to investigate the unusual" (Russo et. al., 1964, p. 74). Thus it would appear that dogmatism is to be considered as a variable in the counselor as well as the counselee.

Kemp (1961) in a study which involved both high and low dogmatic counselors found that those counselors who were classified as dogmatic, had fewer "understanding" and "supportive" responses and were more "directive" and less successful as counselors.

In most other liberal and fine arts, dogmatism and autocracy reveal an inverse relationship to creative acts. An individual possesses greater freedom to be one's self (creative) when possessing an "openmindedness" (Torrance, 1962).

What about professional fields such as medicine and nursing? One might suspect that the more successful nurse or doctor would be dogmatic and authoritative and less "open - minded" in arriving at decisions since little freedom of choice is permitted. Little research has been completed in the area of authoritarianism and dogmatism, using nurses as subjects.

Eron (1955) examined attitude changes during the school period using Yale nursing school students. Each nursing student was measured on scales of authoritarianism, cynicism, humanitarianism and anxiety. Eron concluded that there was a consistent trend for the more advanced students to receive lower raw scores on the authoritarian scale, indicating that as the students progressed through school, they became more authoritative. By generalizing these results, one might agree with Rokeach, (1960, p. 396) who stated that since authoritarianism and dogmatism are closely related, nursing students who tend to become more authoritarian will also become more dogmatic as they progress through nursing school.

The results of this inquiry apply to the issue of the effects of dogmatism and authoritarianism upon the success in the nursing profession.

Section 6

METHODS

Sample: The sample for the study consisted of several different populations. All entering freshmen female nursing students at Texas Woman's University were tested at three different occasions. The sample totaled 330 for the first and second administration and 133 for the third administration of tests. A total of 104 seniors and 199 graduates of the nursing program were also tested.

Instrument: To measure the variable "dogmatism" Rokeach (1960 p. 71ff) developed a Dogmatism Scale (D) (see appendix 1). The primary purpose of this scale is to measure individual differences in openness and closedness of belief systems. In addition, the scale measures general authoritarianism and general intolerance. The test rated items on a +3 to -3 scale and was objectively scored.

The results of this test define, in most cases, the dogmatic person in an operational sense. The reliability coefficient for the E scale is .81. High raw scores indicate a dogmatic, logic tight approach to life.

The Traditional Family Ideology Scale (TFI) by Levenson and Huffman (1955), used in this study, was constructed to assess an individual's position on the democratic - autocratic continuum (see appendix 2). The major psychological variables selected for the construction of the scale were conventionalism, authoritarian submission, exaggerated masculinity and femininity, extreme emphasis on discipline, and a moralistic rejection of the impulse life. Test items were rated on a scale of +3 to -3 and objectively scored. High raw scores indicate an autocratic tendency and low raw scores indicate a democratic, ideological orientation. The original test had a reliability of .84 and later investigations revealed a split half correlation of .92 and a test retest figure of .93 over a six - week interval.

Design: In September, 1967, all entering freshmen students (330) majoring in the TWU nursing program were administered the TFI and D scales within the classroom setting by their program advisors. The advisor then rated each student, using a six point scale on each of the traits of dogmatism vs. openminded and authoritarian vs. democratic (see appendix 3).

The same tests were re-administered and ratings received

from advisors for the same group at the completion of their freshmen year, May 1968.

This same group then entered the clinical nursing centers in Dallas and Houston, Texas. The third administration of the scales was made December, 1968, after completion of six months clinical training. Only those students who were administered the tests and who were rated at all three settings were selected out for scoring and study. This population totaled 133.

The senior students in the Texas Woman's University clinical nursing centers at Houston and Dallas were administered the TFI and D scales. Ratings on the traits of dogmatism vs. open-mindedness, authoritarian vs. democratic were secrued by use of a scale 1 - 6 (see appendix 3) and each student was rated 1 - 5 on the scale to determine the expectation of success as a graduate nurse. Each senior student was rated by a clinical floor supervisor, an advisor and a public health nurse, with the ratings averaged for statistical purposes. Each rater knew the senior student well and had acted as an instructor in her clinical training.

A list of the graduates of the Texas Woman's University nursing program (536) was secured. The TFI and the D scales were mailed to them with a total of 199 being returned, scored, and selected out for study.

The results of this procedure provided for several comparisons pertinent to the problem under investigation, namely, the effect of authoritarianism and dogmatism upon nursing success. The comparisons were:

1. Do entering freshmen students of the nursing program progressively become more dogmatic and authoritative in the academic nursing program? To examine the difference of the three administrations, a "t" test of significance between related sample means was used.

2. Is there a difference of dogmatism and authoritarianism between freshmen and senior nursing students? A "t" test of independent sample means was used.

3. Is there a significant difference of authoritarianism and dogmatism between nursing students who withdrew from the program before the completion of 18 months training and a like group remaining in the program? A "t" test of independent sample means was used to measure significant differences.

4. Is there a relationship between the D and TFI test scores achieved by the various groups?

The Pearson Product Moment coefficient of correlation was used to determine the relationship, with a "t" test of significance used to test the hypothesis of zero correlation.

5. Is there a relationship existing between supervisor and advisor ratings and scores achieved on the TFI and D scales? A Chi Square 2x4 table was utilized with certain cells combined to achieve a minimum number of at least five in each cell.

6. Is there a difference between scores achieved on the D and TFI scales by successful graduate students and the senior nursing students in the pre - service training program? A "t" test of independent sample means was used to measure significant differences.

   Differences among all groups were to be rejected or not rejected at or beyond the .05 level of confidence.

Section 7

RESULTS

The responses of the freshmen students to the TFI and D scales were tabulated and a score of 100 was added to the D scale and 160 to the TFI scale in order to eliminate negative numbers. The "T" summary table of the D results is presented in table 1.

TABLE I

Summary of "t" Test Results by Freshmen Nursing Students on the D Scale

Administration	Mean	df	"t" result	Significance
1 & 2	1st = 100.09	131	1.031	> .05
2 & 3	2nd = 98.47	131	.523	> .05
1 & 3	3rd = 101.84	131	1.41	> .05

The results, as analyzed by the "t" test, indicate that the hypothesis that the freshmen students do not become dogmatic as they proceed in the nursing academic program, cannot be rejected.

A "t" test summary table for the results of the TFI responses by freshmen nursing students is presented in table 2.

TABLE 2

Summary of "t" Test Results by Freshmen Nursing Students on the TFI Scale

Administration	Mean	df.	"t" result	Significance
1 & 2	1st 152.520	131	4.180	$< .110$
2 & 3	2nd 142.140	131	2.165	$< .05$
1 & 3	3rd 138.970	131	6.140	$< .001$

The results of the "t" test between administrations of the TFI would suggest that as freshmen students progress through the academic nursing program, they become less authoritative in their attitudes. The null hypothesis that no differences exist between scores on the TFI for freshmen students after 18 months nursing training and upon entrance into the program can be rejected.

A summary table of the "t" test result between nursing seniors and entering freshmen students is presented in table 3.

TABLE 3

"t" Test Result Between Scores Achieved by Senior Nursing Students and Freshmen Nursing Students on the D Scale

Classification	Mean	df	"t" test	Significance
Seniors	82.71	102	5.128	$< .001$
Freshmen	101.84	131		

In the comparison of senior nursing and freshmen nursing students on the scores achieved on the D scale, a "t" test result of 5.128 was achieved. This is significant beyond the .001 level which indicates the null hypothesis can be rejected which states that no difference in the scores were achieved. The results indicate that the nursing senior students are much less dogmatic than are the freshmen nursing students.

A summary table of the scores achieved on the TFI by freshmen and senior nursing students is presented in table 4.

TABLE 4

"t" Test Result Between Scores Achieved by Senior and Freshmen Nursing Students on the TFI Scale

Classification	Mean	df	"t" test	Significance
Seniors	120.75	102	9.66	$<.001$
Freshmen	138.97	131		

Since the obtained "t" is greater than the necessary 1.96 at the .05 level of confidence, the hypothesis that no difference exist between the TFI scores of senior and freshmen students can be rejected. This would indicate that the freshmen students are more authoritative than senior students as measured by the TFI scale.

The senior students were compared on the D and TFI scale with a random group of graduates of the Texas Woman's University School of Nursing. The graduates were not controlled on any variable except sex. Some had been in the field for a few years and some for several years. All were gainfully employed. A summary "t" table for the D scale is presented in table 5.

TABLE 5

"t" Test Result Between Scores Achieved by Senior and Graduates of the TWU Nursing Program on the D Scale

Classification	Mean	df	"t" test	Significance
Seniors	82.710	102		
Graduates	85.000	198	.7232	$> .05$

The null hypothesis that there is no difference of the D scale scores achieved by graduates and senior nursing students, cannot be rejected. This indicates that nurses who have graduated from the nursing program in years past are no more or less dogmatic than are the senior nursing students.

A summary of the "t" test result for the comparison of graduates and senior students on the TFI scale is presented in table 6.

TABLE 6

"t" Test Result Between Scores Achieved by Senior and Graduates of the TWU Nursing Program on the TFI Scale

Classification	Mean	df	"t" test	Significance
Seniors	120.75	102		
Graduates	131.88	198	3.80	$< .001$

The "t" test result ($<.001$) indicate that the null hypothesis of no difference of the means between graduates and senior students can be rejected. Apparently the nursing students leave the program less authoritative but upon assuming positions in the nursing field become much more authoritative or controlling.

The freshmen nursing students who withdrew from the nursing program before the completion of one year were compared with a like group remaining in the program to see if a difference existed on the TFI and D scales.

A summary of the D scale scores are presented in table 7.

TABLE 7

"t" Test Result of D Scores Between Students Withdrawing From TWU Nursing Program Before 12 Months Schooling and a Like Group Remaining

Classification	Mean	df	"t" test	Significance
Dropouts	99.520	128	0.196	$>.05$
Non - Dropouts	98.200	201		

With the obtained "t" = .196 ($>.05$) the null hypothesis of no difference in the means cannot be rejected. This indicates that the dropouts are no more or less dogmatic than a like group remaining in the nursing academic program.

The "t" test result for the TFI scale scores for the dropout - nondropout nursing students is presented in table 8.

TABLE 8

"t" Test Result for the TFI Scores Between Students With - Drawing From TWU Nursing Program Before 12 Months School and a Like Group Remaining

Classification	Mean	df	"t" test	Significance
Dropouts	148.090	128		
Non - Dropouts	143.980	201	1.982	$< .05$

With a "t" test result of 1.982 ($< .05$) rejection of the null hypothesis of no mean differences is possible. This would indicate that the dropout students are more authoritarian than the non - dropout students.

Rokeach (Byrne, 1966) indicates that authoritarianism and dogmatism are related, therefore, this study sought to determine the relationship existing between each group tested with D and the TFI. The Pearson product - moment correlational technique was utilized. The results are indicated in table 9.

TABLE 9

Relationship of Dogmatism (D) and Authoritarian (TFI) Scores Achieved by Academic Students and Graduates of the TWU Nursing Program

Classification	df	r	"t" test r=o	Lev. of Sig.
Freshmen				
1st Administration	131	0.238	2.800	$<.01$
2nd Administration	131	3.208	3.208	$<.001$
3rd Administration	131	-0.033	0.379	$>.05$
Seniors	102	0.46	5.260	$<.001$
Graduates	198	0.43	6.680	$<.001$

The results show a slight relationship between the TFI and D scores of the freshmen students with the correlation jumping substantially with the senior and graduates of the nursing program. As the student progresses through the nursing program, those students who are dogmatic also become more authoritative, supporting the statement of Rokeach (1960).

As part of the study, ratings were made by qualified nursing personnel on each experimental group. For statistical design, a Chi Square utilizing the top 25% and lowest 25% of students on the D and TFI scales was used. A rating scale 1 - 5 was used to determine high vs. low dogmatism and authoritarianism. For the freshmen students, only one advisor made a rating. The advisor was the only person close enough to the student and qualified to make a rating.

A summary of the rating scale score and D scores achieved by freshmen students is presented in table 10.

TABLE 10

Comparison of Rating by Advisor and 30 High and 30 Low Scores on D Scale by Freshmen for Three Administrations

Administration	N	df	X^2	Lev. of Sig.
1st	60	3	3.56	$> .05$
2nd	60	3	2.33	$> .05$
3rd	60	3	7.14	$> .05$

The results indicate that no relationship exists between students who were high and low on the D scale and ratings that were made by their classroom advisor.

A summary of the rating scale scores (1 - 5) on authoritarianism submitted by the classroom advisor and compared with the highest 25% and lowest 25% of the freshmen student scores on the TFI scale is presented in table 11.

TABLE 11

Comparison of Rating by Advisor and 30 High and 30 Low Scores on TFI Scale by Freshmen for Three Administrations

Administration	N	df	X^2	Lev. of Sig.
1st	60	3	3.3	$> .05$
2nd	60	3	6.42	$> .05$
3rd	60	3	2.54	$> .05$

The results indicate that those students who were high and low on the authoritarian scale were not necessarily viewed as authoritarian by their advisor.

Each senior nursing student was rated on a scale 1 - 5 by three raters who knew the individual well. The rating scores were then averaged and compared with the scores achieved on the D and TFI scales by the upper and lower 25% of students. The results are presented in Table 12.

TABLE 12

Comparison of Averaged Ratings on Authoritarianism and Dogmatism, with Scores of Upper 25% and Lower 25% of Senior Nursing Students on TFI and D Scales

Scale	Rating Classification	N	df	X^2	Lev. of Sig.
D	Dogmatism	60	3	6.076	>.05
D	Authoritarianism	60	3	10.600	>.05
TFI	Dogmatism	60	3	6.120	<.05
TFI	Authoritarianism	60	3	11.200	>.05

The results indicate that the nursing personnel rating the senior nursing students can rate the trait authoritarianism significantly when compared with the D and TFI scores, but were unable to rate the trait "dogmatism" successfully.

Each senior nursing student was rated 1 - 5 on a projected successful nurse continuum and the ratings were then compared with the scores achieved on the D and TFI scales by the top and lowest 25% of the students. The results are presented in table 13.

TABLE 13

Chi Square Comparison of Averaged Ratings on a Successful Nurse Continuum and Scores Achieved on TFI and D Scales by Upper and Lower 25% of Senior Nursing Students

Scale	N	df	X^2	Lev. of Sig.
D	60	3	12.83	$< .01$
TFI	60	3	11.18	$< .01$

The results indicate that the raters view the more successful nurse as being less dogmatic and less authoritarian. The significance level is high ($< .01$). The ratings by each rater was based upon what was projected to be "success" in the nursing profession and each rater was closely identified with the senior rated, having had the student in practicum situations, classrooms, and duty in the hospital setting.

Section 8

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to determine the effect of dogmatism and authoritarianism upon nursing success. The results of the study seem to justify the following listed conclusions.

1. As the entering freshmen nursing student at Texas Woman's University progresses through the first 18 months of training, she does not become significantly more or less dogmatic. The results do indicate, however, a general trend toward less dogmatism, ($\lesssim .07 \gtrsim .06$) between the first administration of the dogmatism test and readministration of the test 18 months later.

2. As the enterning freshman nursing student progresses through her first 18 months of academic training she becomes significantly less authoritative ($< .001$). The highly significant change in this attitude seems to occur primarily after the student moves into the clinical setting at the nursing centers.

3. There was a significant difference between freshmen and senior nursing students on the authoritarian and dogmatism scales ($\lesssim .001$). The entering freshmen nursing student is somewhat dogmatic and authoritarian; however, after the four year program these two traits lessen considerably. This would support the generally accepted principle that a college student should and does become more open - minded and democratic and less controlling as she progresses through the higher education program. This refutes the findings of Eron (1955).

4. In comparing senior nursing students and graduates of the nursing program dogmatism does not change significantly; however, the graduate nurse becomes more authoritative after leaving the nursing - academic program. The reason for the accelerated authoritarianism by the graduate could result from the graduating nurse assuming immediate postitions of leadership in the nursing field. This leadership could result in a controlling, authoritative personality pattern.

5. In comparing freshmen students who withdrew from the nursing program before 12 months expiration time, with a like group remaining in the program, it was seen that the

two groups were not significantly different on the dogmatism scale; however, the dropout group was significantly higher on the authoritarian scale.

6. The correlation of the freshmen students scores between the TFI and D scales was considerably lower than were the seniors and graduates. This seems to indicate that as a student progresses through the academic program in nursing, she becomes more authoritarian with heightened dogmatism or less authoritarian with lessened dogmatism.

7. The freshmen nursing students' advisors were unable to significantly rate the high and low dogmatic or authoritative students. This may be caused from a lack of personal contact in the first year of the nursing program and increased contact and individualized study in the nursing clinical centers where ratings were significant.

8. The less dogmatic and less authoritative students were viewed as the potential superior, successful nurses by their superiors.

To be broadminded and to be willing to accept the ideas of the superior instead of being "logic tight" and unmoveable in ideas would enhance the nurses advancement in the field. The highly dogmatic nurse would find it hard to relate well with the patient and other medical personnel.

Recommendations:

1. The Rokeach Dogmatism and the TFI authoritarian scales could prove to be beneficial testing instruments for selection of the entering freshmen nursing students. The student who is less dogmatic and less authoritative has the potential of being the more successful nurse.

2. The student within the nursing program would be more satisfied if they had greater flexibility in the cognitive process. This is to be persistently encouraged. This could help reduce the attrition rate within the nursing program which is high in the first year of training in nursing schools.

REFERENCES

Byrne, D. An Introduction to Personality. Englewood Cliffs: Prentice - Hall, Inc. 1966.

Eron, T.D. The Effects of Nursing Education on Attitudes. Nursing Research, 1955, 24 - 27.

Kemp, C.G. Influence of Dogmatism on Counseling. Personnel and Guidance Journal, 1961, 662 - 665.

Kemp, C.G. Changes On Patterns of Personal Values. Teaching in America. Columbus, Ohio: Charles E. Merrill Books, 1962, 388 - 396.

Levenson, D.J. and Huffman, Phyllis E. Traditional Family Ideology and its Relation to Personality. Journal of Personality, 1955, 23, 251 - 273.

Rokeach, Milton. The Open and Closed Mind. New York: Basic Books, Inc., 1960.

Soldenberg, P. Dogmatism and the Public School Teacher. Journal of Teacher Education. 1964, 15, 245 - 251.

Torrance, P. Guiding Creative Talent. Englewood Cliffs: Prentice - Hall Inc., 1962.

Appendix I

Advisor _____

ROKEACH SCALE

Form E. - Women

NAME _____ CLASSIFICATION _____

DIRECTIONS: The following is a study of what the general public thinks and feels about a number of important social and personal questions. The best answer to each statement is your personal opinion. We have tried to cover many different and opposing points of view; you may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others; and, perhaps, uncertain about others; whether you agree or disagree with any statement, you can be sure that many people feel the same as you do.

On the test space mark the statement according to how much you agree or disagree with it. Please mark each one. The answer sheet is arranged so that:

3 - means I agree very much
2 - means I agree of the whole
1 - means I agree a little
-3 - means I disagree very much
-2 - means I disagree on the whole
-1 - means I disagree a little

Please mark each statement in the left-hand margin.

___ 1. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.
___ 2. There are two kinds of people in this world; those who are for the truth and those who are against the truth.
___ 3. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.
___ 4. Unfortunately, a good many people with whom I have discussed important social and moral problems don't really understand what's going on.
___ 5. The United States and Russia have just about nothing in common.
___ 6. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.
___ 7. It is only natural that a person would have a much better acquaintance with ideas he believes in than with ideas he opposes.
___ 8. Man on his own is a helpless and miserable creature.
___ 9. In a heated discussion I generally become so absorbed in what I am going to say that I forget to listen to what the others are saying.
___ 10. It is better to be a dead hero than to be a live coward.
___ 11. The main thing in life is for a person to want to do something important.
___ 12. In the history of mankind there have probably been just a handful of really great thinkers.
___ 13. Of all the different philosophies which exist in this world there is probably only one which is correct.
___ 14. A person who gets enthusiastic about too many causes is likely to be a pretty wishy-washy sort of person.
___ 15. In times like these, a person must be pretty selfish if he considers primarily his own happiness.
___ 16. Fundamentally, the world we live in is a pretty lonesome place.
___ 17. Once I get wound up in a heated discussion I just can't stop.
___ 18. Most people just don't give a darn for others.
___ 19. I'd like it if I could find someone who would tell me how to solve my personal problems.
___ 20. There is so much to be done and so little time to do it in.
___ 21. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.
___ 22. The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent.

ROKEACH SCALE
Form E - Women

___23. If a woman is to accomplish her mission in life it is sometimes necessary to gamble - all or nothing at all.
___24. Most people just don't know what's good for them.
___25. It is often desirable to reserve judgment about what's going on until one has had a chance to hear the opinions of those one respects.
___26. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.
___27. The present is all too often full of unhappiness. It is only the future that counts.
___28. The worst crime a person could commit is to attack publicly the people who believe in the same thing he does.
___29. My blood boils whenever a person stubbornly refuses to admit she's wrong.
___30. In times like these it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those of the opposing camp.
___31. A person who thinks primarily of her own happiness is beneath contempt.
___32. A group which tolerates too many differences of opinion among its own members cannot exist for long.
___33. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.
___34. If given the chance I would do something of great benefit to the world.
___35. There are a number of people I have come to hate because of the things they stand for.
___36. When it comes to differences of opinion in religion we must be careful not to compromise with those who believe differently from the way we do.
___37. A man who does not believe in some great cause has not really lived.
___38. To compromise with our political opponents is dangerous because it usually leads to a betrayal of our own side.
___39. It is only natural for a person to be rather fearful of the future.
___40. While I don't like to admit this even to myself, my secret ambition is to become a great woman like Florence Nightingale, Madame Curie, or Eleanor Roosevelt.

THE T F I SCALE Appendix 2

NAME_____ AGE_____ SEX_____

DIRECTIONS: The following statements refer to opinions regarding a number of issues, about which some people agree and others disagree. Please mark each statement in the left-hand margin according to your agreement or disagreement, as follows:

+1 - slight support, agreement
+2 - moderate support, agreement
+3 - strong support, agreement
-1 - slight opposition, disagreement
-2 - moderate opposition, disagreement
-3 - strong opposition, disagreement

_____ 1. Almost any women is better off in the home than in a job or profession.
_____ 2. It's a pretty feeble sort of man who can't get ahead in the world.
_____ 3. A teenpager should be allowed to decide most things for himself.
_____ 4. A marriage should not be made unless the couple plans to have children.
_____ 5. A wife does better to vote the way her husband does, because he probably knows more about such things.
_____ 6. It is a reflection on a husband's manhood if his wife works.
_____ 7. Whatever some educators may say, "spare the rod and spoil the child" still holds, even in these modern times.
_____ 8. Women have as much right as men to sow wild oats.
_____ 9. Women think less clearly than men and are more emotional.
_____10. Faithlessness is the worst fault a husband could have.
_____11. It isn't healthy for a child to like to be alone, and he should be discourage from playing by himself.
_____12. Petting is something a nice girl wouldn't want to do.
_____13. Even today women live under unfair restrictions that ought to be done away with.
_____14. Some equality in marriage is a good thing, but by and large the husband ought to have the main say-so in family matters.
_____15. It helps the child in the long run if he is made to conform to his parents' ideas.
_____16. If children are told much about sex, they are likely to go too far in experimenting with it.
_____17. Women can be too bright for their own good.
_____18. The most important qualities for a real man are strength of will and determined ambition.
_____19. In making family decisions, parent ought to take the opinions of children into account.
_____20. One of the worst problems in our society today is "free love," because it mars the true value of sex relations.
_____21. Women who want to remove the word obey from the marriage service don't understand what it means to be a wife.
_____22. It doesn't seem quite right for a man to be a visionary; dreaming should be left to women.
_____23. A well-raised child is one who doesn't have to be told twice to do something.
_____24. It is only natural and right for each person to think that his family is better than any other.
_____25. It is a woman's job more than a man's to uphold our moral code, especially in sexual matters.
_____26. A man who doesn't provide well for his family ought to consider himself pretty much a failure as husband and father.
_____27. A child should not be allowed to talk back to his parents, or else he will lose respect for them.
_____28. There is a lot of evidence such as the Kinsey Report which shows we have to crack down harder on young people to save our moral standards.
_____29. Women should take an active interest in politics and community problems as well as in their families.
_____30. In choosing a husband, a woman will do well to put ambitions at the top of her list of desirable qualities.

_____31. The saying "Mother knows best," still has more than a grain of truth.
_____32. A man can scarcely maintain respect for his fiuncee if they have sexual relations before they are married.
_____33. The unmarried mother is morally a greater failure than the unmarried father.
_____34. It goes against nature to place women in positions of authority over men.
_____35. It is important to teach the child as early as possible the manners and morals of his society.
_____36. A lot of sex problems of married couples arise because their parents have been too strict with them about sex.
_____37. The family is a sacred institution, divinely ordained.
_____38. A woman whose children are messey or rowdy has failed in her duties as a mother.
_____39. A child who is unusual in any way should be encouraged to be more like other childfen.
_____40. There is hardly anything lower than a person who does not feel a great love, gratitude, and respect for his parents.

Appendix 3

Name of Student_____

Professor or Rater_____

Student's Classification_____

Date_____

In evaluating this student, please note the following definitions:

Dogmatic - rigid, not open to debate, highly opinionated, highly positive
Openmindedness - not necessarily without some rigidity, but open to debate and acceptable of other opinions
Authoritarian - power over the opinions of others or power to influence the actions of others, moving toward dictatorial

THIS MATERIAL WILL BE CONSIDERED CONFIDENTIAL AND TABULATED BY THE EXAMINER, HIMSELF

I. Circle one

Extremely Dogmatic	Very Dogmatic	Somewhat Dogmatic	Somewhat Openminded	Very Openminded	Extremely Openminded
6	5	4	3	2	1

II. Circle one

This student is:

Extremely Authoritarian	Very Authoritarian	Somewhat Authoritarian	Somewhat Democratic	Very Democratic	Extremely Democratic
6	5	4	3	2	1

III. I expect this student to be a graduate nurse that is:

Extremely Above Average	Above Average	Average	Below Average	Extremely Below Average
5	4	3	2	1

Name of Student_____

Professor or Rater_____

Student's Classification_____

Date_____

In evaluating this student, please note the following definitions:

Dogmatic - rigid, not open to debate, highly opinionated, highly positive

Openmindedness - not necessarily without some rigidity, but open to debate and acceptable of other opinions

Authoritarian - power over the opinions of others or power to influence the actions of others, moving toward dictatorial

THIS MATERIAL WILL BE CONSIDERED CONFIDENTIAL AND TABULATED BY THE EXAMINER, HIMSELF.

I. Circle one

Extremely Dogmatic	Very Dogmatic	Somewhat Dogmatic	Somewhat Openminded	Very Openminded	Extremely Openminded
6	5	4	3	2	1

II. Circle one

This student is:

Extremely Authoritarian	Very Authoritarian	Somewhat Authoritarian	Somewhat Democratic	Very Democratic	Extremely Democratic
6	5	4	3	2	1